

# Following the Illinois High School Class of 2002

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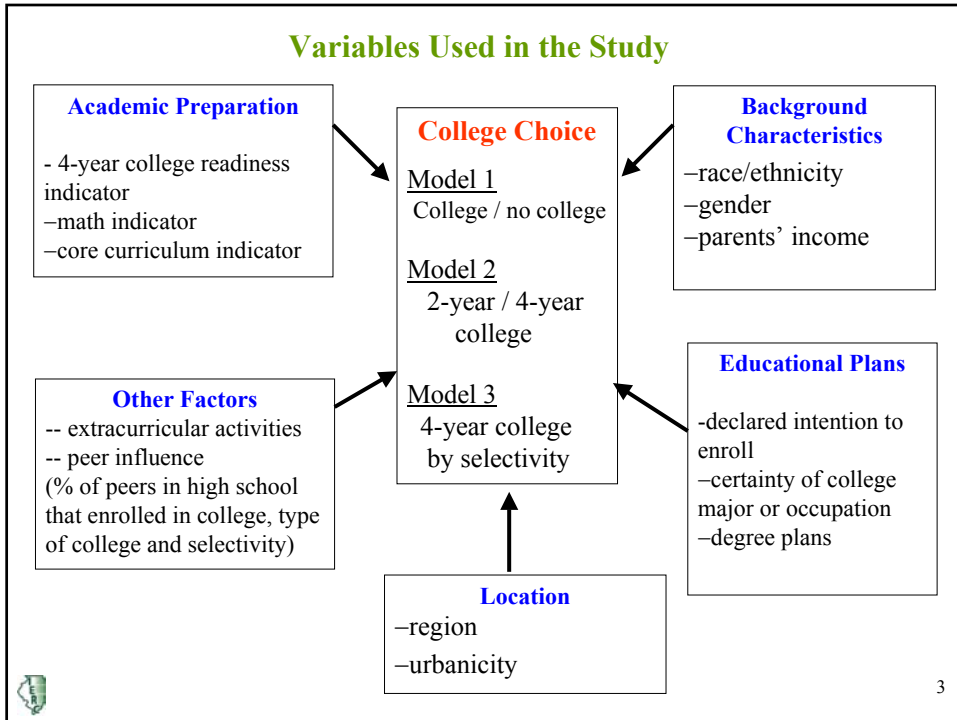
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## Purpose and Approach of the Project

- To assess the equity of access to, and success in, postsecondary education for Illinois' high school graduates.
- To do this, the IERC is following the high school class of 2002 into postsecondary education using ACT and National Student Clearinghouse data.
- Data are available for nearly all Illinois public high school graduates in this cohort (N=113,660)
- We plan to follow the cohort for 6 years.



## Variables Used in the Study



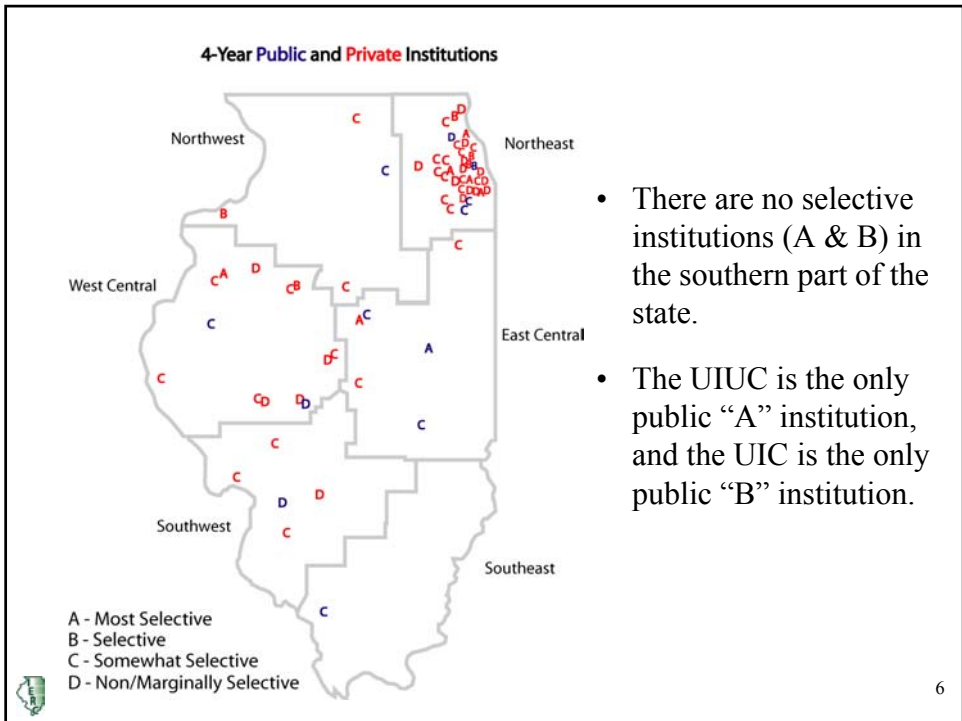
## Index of 4-Year College Readiness

	Self-Reported High School GPA				
	<=2.4	2.5-2.9	3.0-3.4	3.5-4.0	Missing
ACT < 20					
20-22					
23-25					
26+					

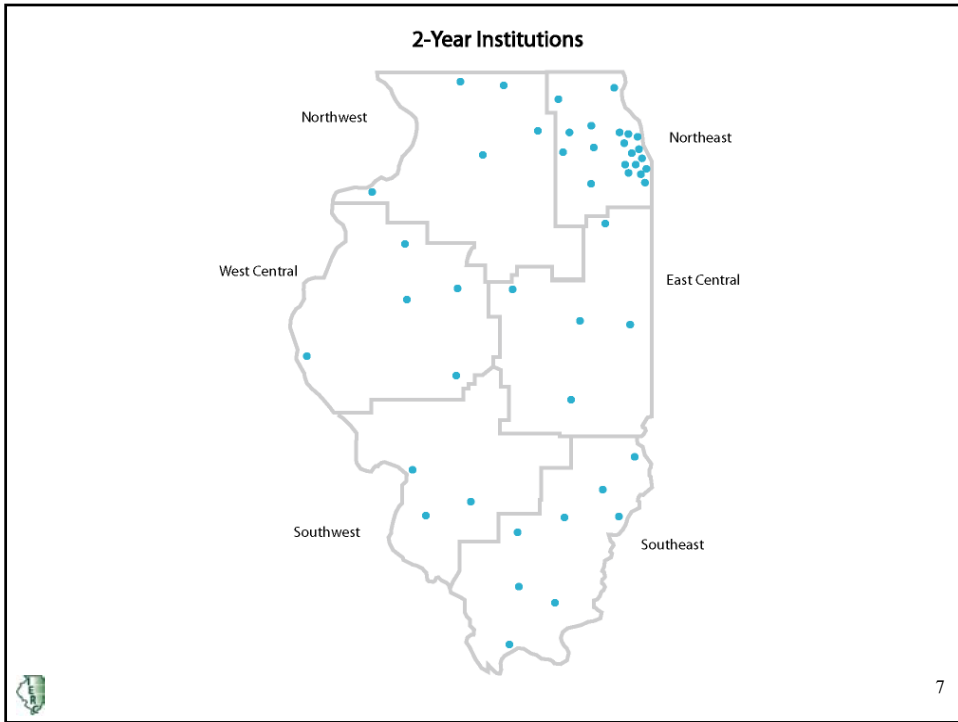
<b>Not Ready</b>	34%
<b>Marginally Ready</b>	11%
<b>Somewhat Ready</b>	17%
<b>More Ready</b>	17%
<b>Most Ready</b>	20%

Follows methodology of Berkner & Chavez, *Access to postsecondary education for 1992 high school graduates*, NCES 98-105, Washington, D.C. NCES (1997).

Index of College Selectivity		
Barron's Selector Rating	Barron's Criteria for Rating	IERC four-year College Selectivity (distribution of 4-yr attendees)
Most Competitive	ACT: 29+, GPA: 3.4-4.0	Most Selective (A) 20%
Highly Competitive	ACT: 27-28, GPA: 3.0-3.4	
Very Competitive	ACT: 24-26, GPA: 2.5 +	Selective (B) 22%
Competitive	ACT: 21-23, GPA: 2.0-2.5+	Somewhat Selective (C) 45%
Less Competitive	ACT: <21, GPA: NA	Marginally/Non Selective (D) (13%)
Non Competitive	Graduation from high school	



- There are no selective institutions (A & B) in the southern part of the state.
- The UIUC is the only public “A” institution, and the UIC is the only public “B” institution.



**The Results for Year 1  
Fall 2002 and Spring 2003  
Enrollment in Postsecondary  
Education Institutions  
Nationwide  
Model 1 - Going to College**

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## Share of 2002 Illinois Public High School Graduates Produced by CPS and Non-CPS Districts

Income	CPS	Non-CPS
Low	23%	77%
Lower Middle	9%	91%
Upper Middle	4%	96%
High	2%	98%

Race / Ethnicity	CPS	Non-CPS
Black	44%	56%
Latino	35%	65%
White	2%	98%
Asian	18%	82%

- CPS produces about one quarter of low income graduates and more than two in five of Illinois black high school graduates.
- Nearly all white and higher income graduates come from non-CPS districts.



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## College Going Rate for Academic Year 2002-2003

Fall 2002	60%
Spring 2003	4%

- Continuation rate is similar to the rate derived from IPEDS reporting.



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# College-Going by Readiness

Readiness Index	% to College In 2002/03
Not Ready	43%
Marginally Ready	58%
Somewhat Ready	69%
More Ready	79%
Most Ready	84%

- College-going is strongly related to readiness.
- Even so, more than two in five not-ready students continue immediately into postsecondary education.



College-going rates of Illinois 2002 public high school graduates						
By Region						
	% Going Any Coll.	Distribution of readiness	% Going Any Coll.	Distribution of readiness	% Going Any Coll.	Distribution of readiness
4-Year College Readiness	<b>Northwest (9%)</b>		<b>Northwest-CPS (4%)</b>		<b>CPS (13.5%)</b>	
Not Ready	42%	34%	41%	28%	34%	60%
Marginally Ready	57%	12%	59%	10%	50%	11%
Somewhat Ready	70%	18%	68%	17%	64%	16%
More Ready	81%	18%	79%	20%	77%	7%
Most Ready	87%	17%	83%	25%	84%	6%
Total	64%		68%		47%	
4-Year College Readiness	<b>West Central (7.5%)</b>		<b>East Central (7.5%)</b>			
Not Ready	41%	33%	41%	30%		
Marginally Ready	56%	12%	50%	12%		
Somewhat Ready	69%	18%	66%	18%		
More Ready	78%	19%	77%	19%		
Most Ready	86%	18%	85%	20%		
Total	63%		62%			
4-Year College Readiness	<b>Southwest (8%)</b>		<b>Southeast (4%)</b>			
Not Ready	46%	34%	52%	34%		
Marginally Ready	59%	12%	61%	12%		
Somewhat Ready	70%	18%	74%	21%		
More Ready	78%	18%	84%	17%		
Most Ready	88%	19%	88%	17%		
Total	65%		69%			

- Regions have similar preparedness & college-going patterns.
- The not-ready rate for CPS (60%) is about twice that of other regions overall.
- Even controlling for readiness, less-ready CPS graduates have the lowest continuation rates.
- The highest continuation rates are found in the southeast region.



**College-going rates of Illinois 2002 public high school graduates**

**By Income**

	% Going Any Coll.	Distribution of readiness	% Going Any Coll.	Distribution of readiness
4-Year College Readiness	<b>Low (25%)</b>		<b>Lower Middle (27%)</b>	
Not Ready	36%	42%	42%	29%
Marginally Ready	53%	17%	57%	15%
Somewhat Ready	61%	21%	67%	19%
More Ready	75%	12%	78%	19%
Most Ready	80%	8%	85%	17%
Total	52%		63%	
4-Year College Readiness	<b>Upper Middle (25%)</b>		<b>High (24%)</b>	
Not Ready	50%	19%	56%	13%
Marginally Ready	66%	13%	69%	9%
Somewhat Ready	74%	17%	76%	13%
More Ready	81%	24%	81%	25%
Most Ready	87%	28%	84%	40%
Total	74%		77%	

- Readiness is strongly related to family income
- After controlling for readiness, continuation is still related to family income especially for less-ready graduates



**College-going rates of Illinois 2002 public high school graduates**

**By Race/Ethnicity**

	% Going Any Coll.	Distribution of readiness	% Going Any Coll.	Distribution of readiness
4-Year College Readiness	<b>Black 10%</b>		<b>Latino (8%)</b>	
Not Ready	45%	54%	35%	49%
Marginally Ready	57%	16%	47%	14%
Somewhat Ready	67%	18%	58%	20%
More Ready	83%	8%	76%	11%
Most Ready	83%	3%	85%	7%
Total	55%		49%	
4-Year College Readiness	<b>White (59%)</b>		<b>Asian (4%)</b>	
Not Ready	49%	23%	60%	17%
Marginally Ready	61%	12%	66%	9%
Somewhat Ready	72%	18%	79%	19%
More Ready	79%	22%	84%	21%
Most Ready	84%	26%	86%	35%
Total	70%		78%	
Missing = 15%				
Other/Multiracial = 4%				

- Asians have the highest continuation rate (78%) and Latinos the lowest (49%).
- About half of all Black and Latino graduates are in the not ready category.
- Black continuation rates are quite similar to white rates, after controlling for readiness.
- After controlling for readiness, all but the most-ready Latinos are still less likely to continue immediately.



## Summary of Findings So Far

- While college readiness is related to continuation, even two out of five of the “not ready” graduates went to college immediately.
- Graduates of CPS are especially likely to fall into the less ready college readiness categories.
- Lower continuation rates continue to be related to lower family income, and race/ethnicity for Latinos, after controlling for readiness.



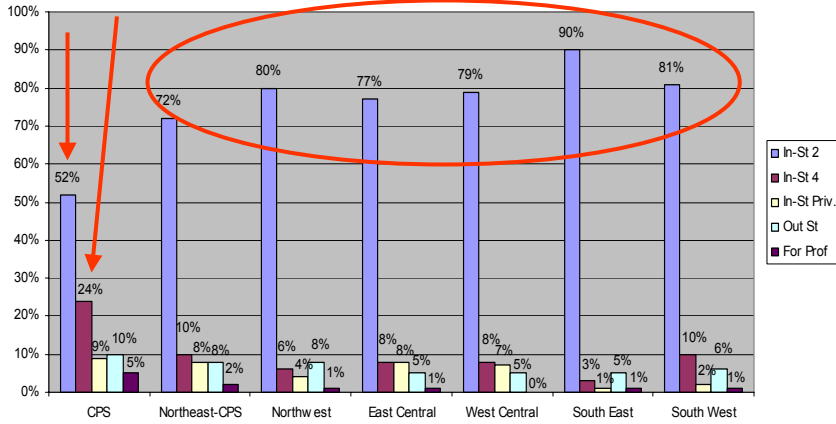
## Model 2

### Type of Institution Attended for Not Ready and Most Ready College-Going Students





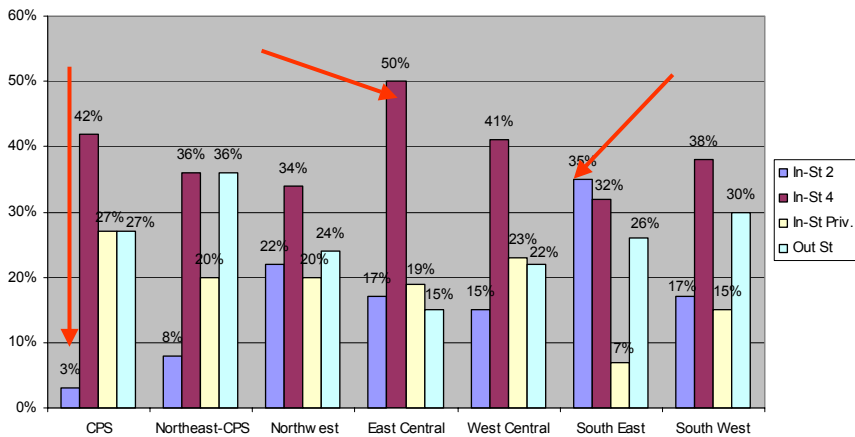
### College-Going Pattern of Not 4-Year Ready Students



- Two-year institutions appear to provide a “second chance” for most “not ready” graduates.
- The southeast region is most reliant on the two-year sector for this group of graduates.
- Not ready graduates from CPS are least likely to access higher education through the two-year sector (52%) and most likely to enroll in an in-state, four-year institution (24%).



### College-Going Pattern of Most Ready Students



- The pattern of enrollment for the most-ready group of graduates is quite varied among the regions, reflecting the availability of types of institutions.
  - More than one in three in the southeast region enroll in a two-year institution.
  - In contrast, half of those in the east-central region enroll in an in-state, four-year institution.

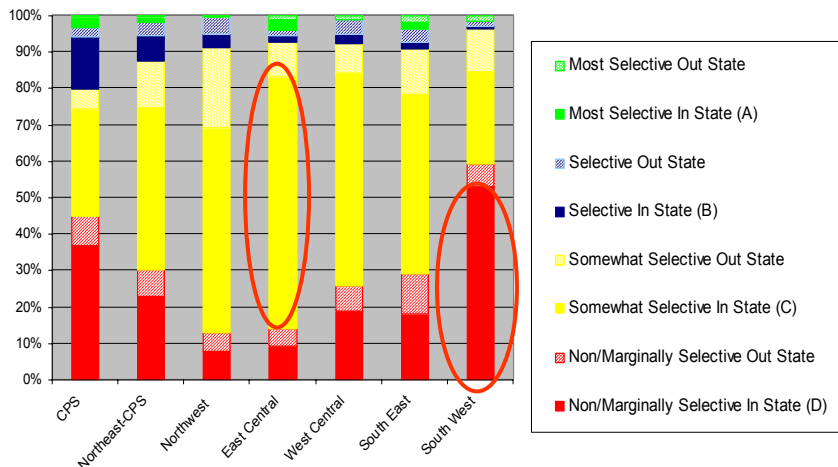


## Model 3

# Selectivity of 4-Year Institution for Not-Ready and Most-Ready College-Going Students



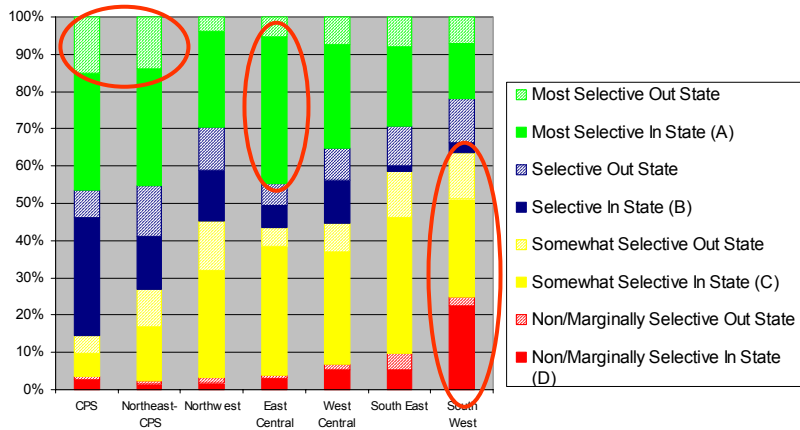
4-Year Institutional Selectivity for Not 4-Year Ready Students



- Enrollment is related to the types of institutions available in the regions.



### 4-Year Institutional Selectivity for Most Ready Students



- Even the most-ready students appear to enroll quite locally.
- High school location influences access to postsecondary education because of how the types of institutions are distributed geographically.
- Most-ready graduates from the northeast region and CPS are most likely to enroll at a most-selective out-of-state institution.



### Change in the Probability of Going to College in Fall 2002/Spring 2003 (multi-variate analysis)

**Background**

Female vs male 0.07

<u>Vs White</u>	<u>Vs Low Income</u>
Black 0.05	Lower Middle 0.04
Native Am -0.15	Upper Middle 0.08
Latino -0.04	High 0.07
Asian 0.06	
Other/Multi -0.04	

**Academic Preparation**

Core 0.06

<u>Vs Not 4-year ready</u>	<u>Vs Algebra 2</u>
Marginally R 0.08	Algebra 1 -0.16
Somewhat R 0.14	Geometry -0.06
More Ready 0.18	Trig/> Alg 2 0.05
Most Ready 0.21	Calculus 0.04

**Education Plans and Environment**

Declared intention to enroll	-0.03
Sure about major	0.04
Sure about occupation	-0.03
5 additional activities	0.03
10 unit increase in % grads in school continuing to college	0.07

**Location**

Vs Northeast (not CPS)

CPS	NS	0.01
Northwest		0.03
West Central		0.02
East Central	NS	0.01
Southwest		0.05
Southeast		0.07
<u>Vs Urban</u>		
Rural	NS	0.01
Suburban	NS	0.01
Tow n	NS	0.01

Number in bold as statistically different

Model fit: Deviance/DF=1.12  
N=100,338

- College readiness has the strongest impact on enrollment, after controlling for other background variables



## The Effect of Academic Preparation on College Access in Fall 2002/Spring 2003

**On College Enrollment**

Core	0.06		
<u>Vs Not 4-year ready</u>		<u>Vs Algebra 2</u>	
Marginally R	0.08	Algebra 1	-0.16
Somewhat R	0.14	Geometry	-0.06
More ready	0.18	Trig/>Alg2	0.05
Most ready	0.21	Calculus	0.04

**On Level of College (4-y vs. 2-y)**

Core	0.06		
<u>Vs Not 4-year ready</u>		<u>Vs Algebra 2</u>	
Marginally R	0.12	Algebra 1	-0.18
Somewhat R	0.22	Geometry	-0.10
More Ready	0.30	Trig/> Alg2	0.09
Most Ready	0.37	Calculus	0.13

**On College Selectivity**

Core	0.02		
<u>Vs Not 4-year ready</u>		<u>Vs Algebra 2</u>	
Marginally R	NS	Algebra 1	NS
Somewhat R	0.20	Geometry	-0.09
More Ready	0.31	Trig/>ALg2	0.09
Most Ready	0.48	Calculus	0.21

- The role of readiness and math increases as we step through the three pipeline models.



## Summary of Findings

Variable	Label	Model 1 Going to College	Model 2 2-Yr vs 4-Yr	Model 3 4-Yr College Selectivity
Income (vs low income)	Lower Middle	+		
	Upper Middle	+	+	
	High	+	++	+
Gender	Female	+	+	
Race Ethnicity (vs White)	Black	+	+++	++
	Latino	-	+	+++
	Asian	+		++++
Region (vs Northeast minus CPS)	Northwest	+	-	
	East Central		-	-
	West Central	+		
	Southwest	+		--
	Southeast	+	---	--
College Readiness (vs Not Ready)	Marginally R	+	++	
	Somewhat R	++	+++	+++
	More Ready	++	++++	++++
	Most Ready	+++	++++	+++++
Mathematics (vs Algebra 2)	Algebra 1	--	--	
	Geometry	-	-	-
	Trig/> Alg. 2	+	+	+
	Calculus	+	++	++
Core		+	+	+
Ed Plans		Sure major + Sure occ. -		Grad Plans +
Peer Choice		% to Coll +	% to 4 Yr +	% to Sel. +
Ext. Activities		+	+	+



## Implications of the First Transition Year

- Large percentages of Illinois' high school graduates are going to college under-prepared for success. Community colleges (and 4-year institutions, especially in Chicago) provide a 'second chance' for these students.
- The differential distribution of types of colleges by region in Illinois influences enrollment patterns of those continuing into higher education. Strong institutions (both 2-year and 4-year) are needed throughout the state to maximize the potential of Illinois' 'human capital'. Again, additional tracking will help us to assess whether there are positive or negative persistence consequences depending on where students first enroll.
- Latinos and low income students are less likely to enroll. Additional efforts are needed to help these students - especially those that are academically ready for college, continue into college.



## Year 2 Enrollment (Fall 2003/Spring 2004)

Enrollment status in 2002/03 by status in 2003/04 (Illinois public HS only)				
enrolled 2002/03		enrolled 2003/04		Total
		No	Yes	
<b>No</b>	N	33295	8140	41435
	overall %	29.3	7.2	36.5
	row %	80.4	19.7	
<b>Yes</b>	N	9368	62857	72225
	overall %	8.2	55.3	63.5
	row %	13.0	87.0	
<b>Total</b>		42663	70997	113660
		37.5	62.5	100.0

- 7% of the Illinois public high school class of 2002 enrolled for the first time in Year 2, representing 20% of those not enrolled in Year 1.
- By Year 2 (2003), 71% (63.5% + 7.2%) had enrolled in college.
- 8% had dropped/stopped out in Year 2, representing 13% of those enrolled in Year 1.



## Status Change from 2002/03 to 2003/04 (All Public High School Students)

status 2002/03	ready	status 2003/04						Total N	% Distr 2002
		Not enrolled	CC	NS 4	SS 4	S 4	MS 4		
Not enrolled	Not R	85.5	13.0	0.7	0.6	0.1	0.0	22269	54%
	Most R	67.8	9.8	1.8	4.9	13.0	2.8	3527	9%
	All	80.7	14.0	1.1	1.9	2.1	0.3	41275	
CC	Not R	30.9	66.6 (5.7)	0.8	1.5	0.3	0.0	12175	40%
	Most R	10.0	78.1 (2.7)	1.4	6.5	2.4	1.7	2342	8%
	All	23.0	72.0 (4.9)	1.1	3.1	0.7	0.2	30578	
Non-selective 4 year	Not R	20.9	15.1	61.3 (1.2)	1.8	0.7	0.1	1434	28%
	Most R	4.8	7.6	82.8 (1.1)	3.3	0.8	0.6	787	16%
	All	13.2	13.7	69.2 (1.1)	2.7	0.9	0.3	5061	
somewhat selective 4 year	Not R	10.5	15.4	1.6	71.8 (3.0)	0.6	0.1	2076	11%
	Most R	2.8	7.1	0.9	87.6 (3.1)	1.1	0.6	4730	26%
	All	5.4	11.4	1.2	80.7 (3.1)	1.0	0.3	18116	
Selective 4 year	Not R	12.6	11.4	0.8	1.2	73.8 (1.0)	0.2	484	5%
	Most R	2.8	4.4	0.8	1.9	89.1 (1.3)	1.0	4136	46%
	All	4.6	7.0	0.9	2.2	83.4 (1.2)	0.6	8996	
Most selective 4 year	Not R	5.4	2.2	0.0	2.2	3.3	87.0	92	1%
	Most R	1.5	2.2	0.3	0.8	0.8	94.4 (0.8)	6767	82%
	All	1.8	2.3	0.3	1.0	0.9	93.2 (0.7)	8297	
All		37.9	28.0	4.1	14.9	8.0	7.2	112323	

(Numbers in parenthesis represent the percent who changed institutions within the selectivity group.)

- Overall, 23% of those who enrolled in a community college in Year 1 were not enrolled one year later. The percent discontinuing decreases as institutional selectivity increases.
- With the exception of the most selective institutions, over 10% of not-ready students in Year 1 had transferred to a community college by Year 2.
- 12% of most-ready graduates starting in a community college had transferred to a four-year institution by Year 2.



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## Enrollment Status Change of All Illinois High School Graduates Attending Non-Selective 4-Year Institutions in 2002-03

status 2002/03	readiness Index	Status 2003/04						Total students	2002%
		Not Enr	CC	NS 4	SS 4	S 4	MS 4		
<b>Attending a non-selective public in-state institutions in 2002/03</b>									
Non-selective 4 year (NS 4)	Not R	14.0	11.1	74.1 (1.0)	0.4	0.4	0.0	506	22%
	Most R	4.4	7.6	83.3 (0.5)	3.1	0.5	1.0	383	17%
	All	8.8	11.6	76.7 (0.7)	2.0	0.8	0.3	2,252	
<b>Attending a non-selective in-state private institutions in 2002/03</b>									
Non-selective 4 year (NS 4)	Not R	22.0	19.5	54.8 (1.2)	2.1	1.4	0.2	436	169%
	Most R	7.0	9.3	77.9 (2.3)	3.5	1.9	0.4	258	100%
	All	15.7	17.1	61.7 (1.3)	3.7	1.3	0.4	1,602	
<b>Attending a non-selective out-state institutions in 2002/03</b>									
Non-selective 4 year (NS 4)	Not R	14.8	13.6	63.9 (2.7)	6.2	1.2	0.3	338	131%
	Most R	2.0	3.2	91.1 (1.6)	2.8	0.0	0.8	248	96%
	All	9.5	11.1	83.1 (2.2)	4.3	1.5	0.5	1,251	

- Not-ready students at in-state non-selective private institutions are most likely to discontinue (22%) or transfer to a community college (19.5%)



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## Final Observations

- These initial findings from the Illinois Longitudinal Study are not generally surprising. They tell us that Illinois is not unique. What is special about the study, however, is our ability to drill down to levels of specificity that help us understand the varying dynamics of access to success in Illinois at the regional level. We hope that as we prepare the work for publication, it will help to inform the state in more depth about the roles and successes of different types of institutions across the state.
- Academic preparedness is the major critical component to access and success. The data I have shown you today cannot help but reinforce how important to higher education is the quality of earlier education that Illinois youth experience. High school graduates need to gain an even keener understanding of what it takes to succeed in college, and to be encouraged to believe they can achieve appropriately.
- The results so far highlight the critical role of our state's community colleges in providing not only a 'second chance' for less prepared students – both directly from high school and as transfers, but enrollment opportunities for more prepared students in rural areas.



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